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ABSTRACT

A review of the present situation of occupational stereotyping introducing this document suggests that the legal mandate and implementation on the federal, state, and local levels apparently have not been followed by establishments serving the educational field, nor by educational institutions themselves. From a discussion of studies done on sex-role stereotyping in the schools, the suggestion is made that the occupational information to which young people are exposed is biased and that a traditional stereotypical approach to career awareness exists in schools. Furthermore, a review of the literature reveals that stereotyping of occupations along sex lines starts at an early age, first in the home, and later as children come into contact with workers in the school, community, and media. It is concluded that the need to broaden the occupational knowledge of both teachers and students is crucial if the elements of career guidance are to pervade the school curricula and if the present movement for sex equality on both job attainment and job equality is to become a reality. (TA)

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MANDATE - CONDITION - NEED

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MANDATE

Our society, both historically and culturally, has assigned certain occupations to the male sex and others to the female sex. However, this stereotypical assignation of jobs to one sex or the other is changing.

Today the right of all persons to equal employment regardless of the color, race, religion, sex or national origin is the law of the land. A summation of the legal basis for equal employment includes; title VII of the Civil Rights Act of 1964, Equal Opportunity Act of 1972, Executive order 11246 and 11375, Title VI of Equal Rights Act of 1964, the National Labor Relations Act and related Federal, State and Local laws. (1)

The orders delineating rights of all persons to work and advance on the basis of merit, ability and potential has deep roots in our American heritage. For many years this right has been severely restricted by discriminatory groups. The Civil Rights Act and the Equal Rights Amendment, now in the process of being voted on by the States is the result of discriminatory abuse of the basic tenants of our Constitution. Legal instruments such as State, City Human Relation Commissions and other proto-type organizations such as National Organization of Women, the Negro Trade Union Council are involved in seeking equal rights and opportunities for all.

In 1972 the Equal Employment Opportunity Commission stated that:

> "...bonafide occupational qualification exception as to sex should be interpreted narrowly. Labels 'Men's jobs,' 'Women's jobs, '..tend to deny employment opportunities unnessarily to one sex or the other." (2)

The Bureau of Labor statistics aware of the need to present sex-neutral job titles has recently published a book revising the nomenclature in the Dictionary of Occupational Titles to eliminate sex biased descriptors. (3) The Department of Health, Education and Welfare has taken cognizance of sex bias in career interest measurement instruments. (4)

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As early as 1951 (5) the value content of television programs had been investigated. Several studies of high validity and reliability on this topic (6) were published, yet despite television's pervasive commercial value, it was only recently that scholars attempted to subject advertisements to a systematic analysis of role portrayal. (7) However, more recently the National Organization of Women, through its Broadcast Media Task Force, has developed techniques for filing "petitions-to-deny" pending renewal licenses of television stations because of sex bias. (8) (5)

A similar concern is expressed by the Educational Products Information Exchange Institute (9) in connection with career education material marketed by 191 commercial companies. A study of 1275 career education products revealed five times as many occupations for males as compared with females at the elementary and secondary level. In a similar review of 9456 illustrations, 68% depicted males and 32 percent females, and of a total of 41 audio visual presentations 37 were narrated by males, one by a female and three by a male and female team.

CONDITION

The review of the present situation suggests that the legal mandate and implementation on the Federal, State and local levels have apparently not been followed by establishments serving the educational field, nor by educational institutions.

The stereotyping of occupational roles by sex appears to inundate all media to which students are exposed. Britton (10) analyzed 4,144 stories found in 16 reading series to determine the number of career roles depicted for males and females. The total number of different career roles was 629; males were assigned 511 or 81 percent and females 118 or 19 percent.

* Job, Career and occupation are used interchangeably.

Goodson (11) analyzing 178 titles of occupation information books in elementary and middle schools determined that the occupations most frequently described by publications in the libraries of 8 elementary schools (and one Middle school) were; policeman, fireman, secret service man, engineer, librarian, primarily occupations associated with the male sex. This stereotypical attitude continues as students advance in formal schooling. For example. Harmon (12) asked 1188 freshman women to report in retrospect which of 135 occupational titles they had ever considered as careers. She concluded that, "typically feminine occupations were the most persistent preferences for this group."

Thetford (13) examined the "role models" to which girls were exposed in career information books in eleven schools with the following results:

"The average number of books per school was 109. The average number of vocations covered were 22".

At first glance these statistics might appear encouraging; however, the usual vocational stereotyping was prevalent. All the books about nursing were about female characters; all but one of the books about physicians were about male characters. In addition, all but one of the books about pilots had a male major character and all but one of the books about professional sports players had a major male character. All the teachers and librarians were female and all the military and police workers were male.

An informal discussion with a Kindergarten - first grade class in 1976 (14) around the question, "What I want to be when I grow up" evinced typical sex-stereotypical responses: one example.

> Mary: I want to be a cowgirl
> Billy: You can't - only boys can be cowgirls

It is therefore understandable when Looft (15) reported the results of individual interviews with 36 second grade girls to the question:

> "What would you like to be when you grow up?" "15 responded teacher, 12 sales clerk, 3 housewife, 3 beauticians, 2 nuns and 1 ballerina."

When the question was altered to:

> "What do you think you really will be when you are an adult?" "12 responded as in the first question, 8 changed response to housewife, 3 changed to nurse."

Others were traditionally stereotypical sex choices such as "stewardess" and "a lady."

The Looft study done in 1971, was almost identical with the occupational interests expressed by adolescent girls in Witty's (16) study which was conducted in 1961. Very little change has occurred in the interim period.

Jurgens (17) surveyed five randomly selected sixth grade classes in 5 schools asking the question "What Do You Hope To Be When You Complete School?". The responses of 115 students, 66 girls and 58 boys were as follows: Seventy four percent of the girls listed nurse, teacher or model, 8 percent-secretary or typist. Four percent listed non-stereotypical careers such as scientist or doctor. The boys responded with a traditional occupational bias: fifty one percent listed doctor, athlete or scientist-engineer. Other jobs named included foreman, policeman, store clerk and in only one case that of "model" could a crossover job be considered.

"Hands-on" activities as exemplified by industrial arts and highly developed in the T4C program in the state of New Jersey is one method of infusing career education activities into the school curriculum. This type of approach to career awareness permits correlating motor activities, knowledge of tools and tool use with such curricula areas as mathematics, science and language arts (18) and the occupations associated with the tools and products that are produced. (19) Since both male and female students are involved, utilizing "hands-on" experiences presents another vehicle for minimizing sex stereotyping of occupations.

Table (1) summarizes the number of students in elementary schools including special classes that are exposed to industrial arts activities in grade six including special classes.

STUDENTS IN INDUSTRIAL ARTS CLASSES, 1975-76

Table 1

Total Students			Number Students in Industrial Arts Classes (2)		
Boys	Girls	Total	Boys	Girls	Total
9825	9557	19,382	4635	834	5,469

1) Gaggett, William, Office of Research and Evaluation - School District of Philadelphia., March, 1976.

2) Wilkenson George B, Officer Career Education, Division of Vocational Education Instructional Programs, School District of Philadelphia, March 1976.

Analysis indicates that only 28 percent of the students in this grade are exposed to some kind of "hands-on" experience; of the total boys in grade 6 only 47 percent are in shops and for the girls only 7 percent. The preceding studies are based on surveys in grades K-6, Table 2, which shows the results of a grade 8 survey reveals continued stereotypical selection of jobs. (20)

Table 2

JOB CHOICE

156 students Grade 8

Name	Boys	Girls
Mechanic	51	0
Business person	10	0
Lawyer teacher	21	7
Nurse	0	46
Secretary	0	21

Two studies, one by Woal (21) and the other by Powell and Bloom (22) reinforce the premise that boys and girls report traditional stereotypical responses in grade 9. To the question "what are your vocational interests at this time?", 94 boys and 113 girls indicated:

> "The boys reported vocational interests as follows: engineers, 17 percent; mechanics, 13 percent; teachers and lawyers 15 percent; chemists, 10 percent; scientists, 5 percent. The remaining 40 percent were distributed among 36 different occupations...the job interests of the girls were as follows: secretaries, 20 percent; teachers, 15 percent; beauticians, 12 percent; stewardesses, 10 percent; social workers (including doctors), 3 percent. The remaining 40 percent was distributed among 29 different job areas...".

At the 12th grade high school level Berman (23) conducted a study in 1972 of 545 female high school seniors in an all girl public school in New York City. His findings in connection with occupational aspiration revealed: 53.7 percent aspired to secretary, nurse or teacher, 8.2 percent dietician, social worker, typist, stenographer. This 62 percent aspired to traditional female careers. The aspiration dispersion did not vary with ethnic origin and was actually higher in the noted career areas for Puerto Rican, Black and White students and lower only in students of Chinese origin. Berman states:

> "The black group showed a preference for nursing, while the Puerto Rican and white group preferred secretarial work. The Chinese group showed a preference for teaching."

The need for methods to be used in our schools to minimize sex occupational bias in preparing our students for the reality of the Job market is strengthened by the fact that women are moving in greater numbers into what were once considered "men only" jobs and now account for 18 percent of America's blue-collar workers.

According to William H. Kolberg (24) Kolberg continues by indicating:

> "Whether it's subway construction, bridge building, boilermaking, bulldozing, truck driving, or running big newspaper presses - all tough and dirty or dangerous jobs - the women are at it. The government's figures show that at the end of 1975, women held about 18 percent of the 28.2 million blue-collar jobs. This up from 14.9 percent from 1960, when 3.6 million women worked in blue-collar occupations compared with 20.5 million men."

Interviews with several counselors and Administrators at the Senior High school level of a large School system reveals a reluctance to counsel female students to enter occupations traditionally majored by males, and the unwillingness, in some cases of department heads or shop teachers to admit females or males to "job crossover" trades. Similarly officials of Negro Trade Union Council report the difficulty of acceptance of females in numerous apprenticeship areas. Thus Mitchell (25) reported that "sexist prejudices still pervades the entire curriculum and are subtly reflected in the attitude of school personnel." Hoffer (26) summarizes this "career conditioning" as follows, "a subordinate culture is outlined for girls by the attitude of the teachers and administrators, by the textbooks, and by the entire career counseling system."

Discussing the educational requirements for a modern democracy, Tyler states (27)

> "The establishment with schools of all the unmet educational needs of American Youth would require a comprehensive transformation... teachers would need to be drawn from a much wider segment of society to obtain those with the understanding, skills, attitudes and values required to develop within the schools the conditions for effective guidance and learning of the students for constructive participation in all segments of modern life. For example college trained teachers are likely to lack direct experience in blue collar occupations and frequently disparge or underestimate their value...and also have limited experience in politics social work."

This condition is apparently as true when Tyler reported in October 1975, as it was when Lifton (28) reported in 1959, that

> "Teachers might not be aware of the early age at which attitudes and values about the world of work were being crystallized."

The teachers participating in the Lifton study were asked to select occupations that they were sufficiently knowledgeable to discuss with students. Their choices were heavily weighted in the professions, sales and clerical skilled grades and service occupations were not included.

The foregoing discussion appears to suggest that the occupational information to which our young people are exposed is biased and there is a traditional stereotypical approach to career awareness in our schools. Furthermore stereotyping of occupations along sex lines starts at an early age, first in the home, and later as children come into contact with workers in the school, the community and the media.

The need to broaden the occupational knowledge of both teachers and students is especially crucial at this time if the elements of career guidance are to pervade the school curricula and if the present movement for sex equality in both job attainment and job equality is become a reality.

NEED

The literature search, personal contacts and assestment of statistical data suggest the need for research and curricula development based on the following:

1. Women makeup 39 percent of the labor force at this time. Females in larger numbers will continue to enter the labor force in both the white and blue collar segment. They are also seeking and being employed in jobs that were traditionally held by the male sex. It appears advisable from a societal, stance to acquaint young people with the nature of the job market and particularly to minimize sex bias in selection of a career.
2. The laws of the federal, state and local governmental units prescribe "equal employment opportunity". In order to accomplish this, our young people must be made aware of the different jobs that constitute the labor market and the entry requirements. Students must be prepared during their school years for entrance into the job market on an equal basis. This inquiry will assist in changing student attitudes in job selection based usually on the traditional acceptance of the labor frame, that is "jobs for men" and "jobs for women."
3. The movement by such organizations as the National Organization of Women, and the commercial press such as the FEMINIST, are focusing attention on "equality" in all areas. Curriculum planners and school administrators, including State Departments of Education, must include career guidance and activities that eliminate sex stereotyping of occupations.
4. The books and publications of commercial companies and other media are male-biased in the presentation of "career information."
5. The influx of students, who speak only a foreign language requires an educational effort to (a) continue the development of the current bilingual program and (b) to introduce career awareness information that does not have a sex-bias in both the original language and english.
6. Students make subject selections in the 8th and 9th grade. It is therefore imperative that they have a basic knowledge of the job entrance requirements, and that this information stress all career areas without prejudice as to sex, in order for the student to make proper subject selection.
7. Counselors and shop administrators exhibit sex-biased opinions in counseling with and assigning students to vocational areas.

8. The historical and cultural dominance of the male as the breadwinner in our society, presents a model for our students that suggests certain jobs for males and other for females. This reinforced in reading material, movies and T.V. However, since this national charactistic is rapidly changing, our students must be prepared for the change.

9. The increased entrance into the job market of both the male and female (mother and father) has a highly emotional effect on young people, in terms of the traditional positions of the family members in the home. Mothers are not in the home as usual, fathers assume home making duties and children, in many cases, go to school and return to an empty home. This inquiry can lower the anxiety and stress resulting from this situation, since the program will attempt to indicate interchangeability or roles.

10. Career education has been assigned a top priority in the educational curricula of our schools. Hence, career awareness information should be presented in an impartial and unbiased manner.

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